DOCUMENT RESUME

ED 176 273 CS 205 098

AUTHOR Smelstor, Marjorie, Ed.
TITLE A Guide to Teaching the Importance of Audience and Subject.
INSTITUTION Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE Sep 78
NOTE 29p.; For related documents, see CS 205 097-100 and CS 205 182

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Audiences; *Composition (Literary); Educational Resources; Elementary Secondary Education; *Learning Activities; Periodicals; Teaching Techniques; *Writing Skills
IDENTIFIERS *Audience Awareness; Wisconsin Writing Project

ABSTRACT

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication focuses on teaching the importance of audience and subject. An introductory statement on the need to make students aware of the audience for whom they are writing is followed by a brief overview of the research concerning audience/subject relationships and lists of pertinent student needs and instructional goals. Nine suggested learning activities are then outlined; the activities are designed to instruct students in such areas as identifying purposes for writing, identifying types of audiences, and constructing messages for given audiences. Lists of resources for teachers, of possible writing forms and audiences, and of magazines that publish children's writing are also provided. (GT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED176273

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A GUIDE TO TEACHING THE IMPORTANCE OF AUDIENCE AND SUBJECT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marjorie Smeltsor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dennis Blackmore
Marcy Brueggeman
Maria Foseid
Carolyn Hauser
Margaret Jensen
Gary Oftedahl

Edited by Marjorie Smelstor

WISCONSIN WRITING PROJECT

University of Wisconsin--Madison

Department of Curriculum and Instruction
School of Education

Department of English
College of Letters and Science

Wisconsin Improvement Program

University of Wisconsin--Extension

September 1978

CS205098

PROJECT INSTRUCTOR 1978: Marjorie Smelstor, Professor
University of Texas--San Antonio

PROJECT COORDINATOR: Richard Sims
Department of Curriculum and Instruction
University of Wisconsin--Madison

ADVISORY COMMITTEE

CHAIR: John Kean, Professor
Department of Curriculum and Instruction
University of Wisconsin--Madison

Steven Fortney
English Department Chairperson
Stoughton High School

Phillip Helgesen
District Administrator
Oregon Public Schools

Marvin Klein
English Supervisor
Wisconsin Department of
Public Instruction

William T. Lenehan
Professor
Department of English
University of Wisconsin--Madison

D. D. Mortimer
District Administrator
Columbus Public Schools

Walter S. Plaut
Professor
Department of Zoology
University of Wisconsin--Madison

Douglas Ritchie
Superintendent
Madison Metropolitan School Dist.

Joyce E. Steward
Professor
Department of English
University of Wisconsin--Madison

Carroll Theobald
English Department Chairperson
James Madison Memorial H. S.

EX OFFICIO

Lewis Bosworth
Associate Director
Undergraduate Orientation
University of Wisconsin--Madison

Blair Mathews
Assistant to Vice Chancellor
University of Wisconsin--Madison

James Stoltenberg
Director, Office of Clinical Experiences for Teachers
Executive Secretary, Wisconsin Improvement Program

TABLE OF CONTENTS

I. Introduction

II. Overview of Research

III. Listing of Student Needs

IV. Listing of Goals

V. Suggested Activities

VI. Listing of Teacher Resources

VII. Bibliography

VIII. Appendix Containing Possible Writing Forms

Possible Audiences

Places to Publish Student Writing

A GUIDE TO TEACHING THE IMPORTANCE OF AUDIENCE AND SUBJECT

Introduction

The elements of the written communication process are three:

Subject:	That about which one writes
Audience:	The Person(s) for whom one writes
Writer:	The person making decisions about what to write and for whom

These three components of communication must be taken into account and the writer must make decisions about each. While conscientious teachers have long made an effort to assign students worthwhile topics for composition in the light of those students' experiences and writing abilities, too often the teacher fails to make his youthful writers sufficiently aware of "audience." This particular component of the writing process has been, for the most part, disregarded. For this reason, students almost invariably address themselves either to their teacher or, on occasion, to their fellow students. Research supports this statement.

Our findings suggest that student writing can be improved if the teacher makes the student sufficiently aware of "audience" as that audience affects the message, both in its form and its expression. Teachers can make composition meaningful by providing "audiences" other than themselves or other students. The guide which follows is intended to help teachers be more aware of "audience and subject."

AN OVERVIEW OF THE RESEARCH

Much of the research concerning audience/subject relationship is included as a chapter in a text, or as a treatise analyzing the entire composition process. Often, this material on audience/subject is either a rather esoteric observation of audience reaction in another medium, such as radio, or else a comment that merely implies the importance of this aspect of composition.

For this reason, we relied on two theorists to establish a focus for this guide. We used James Moffett to help us identify the various purposes for writing. Moffett, who believes all writing to be an extension of speaking, identifies four levels of writing, and holds that the distance between the speaker and his audience determines both the manner of expression and that form the expression takes: a) interior dialogue b) conversation c) correspondence, and d) publication. Working with these identifications, Moffett recognizes four types of audience/subject relationship. The most intimate of these he terms "reflection" (interior dialogue, that is, the audience is the writer himself--what Moffett calls the "two parts of one nervous system"). The second level he labels "conversation." At this level, the writer is removed one degree, that is, he is one step "out of self." His audience is now visible. This level of communication is dialogue with another person, that person being "in vocal range." "Correspondence" Moffett distinguishes as the third plane of communication. At this step, the writer has "some personal knowledge" of his audience, but that audience is "remote." The fourth degree in this audience/subject relationship Moffett terms "publication." Publication, Moffett maintains, is the furthest removed from "self." At this level, the writer addresses a large anonymous group, extended over space and/or time. At the publication level, the writer addresses those whom he never sees or knows. As to form, Moffett identifies four. These, he labels "reporting, recording, generalizing, and theorizing." These forms lend themselves to the four points of view already presented.

Like Moffett, James Britton sees the communication process as an extension of speech. Further, both men agree that speaking for "self" is an important stage in the process of learning to write. But, unlike Moffett, Britton argues for but two differentiations in the audience/subject relationship. These, he terms "Spectator and Participant." Central to this differentiation is the "context," which he considers the environment in which the communication occurs. What Moffett calls "reflection," Britton calls a "spectator" stance, a stance very much like that of

Moffett's "reflector" and "conversor," who also stands outside himself, and one from which this communicator of Britton's "makes believe, day-dreams, and/or chatters about his experiences." The spectator, Britton observes, is that communicator removed from self. It is the "participant" whom Britton sees as being actively involved in the communication process (he participates), and as participator, he informs, instructs, argues, explains, and plans, very much like Moffett's "correspondor" and "publicator" in their addressing an audience either removed or unknown. Further, Britton observes, the audience, as well as the speaker, can move from a position of "spectator" to that of "participant," depending upon whether one merely enjoys the communication or whether he influences.

On one point, both theorists are in complete agreement. They see writing as being not a skill peculiar to the content area of English but rather as an integral part of the instruction in other disciplines as well.

STUDENT NEEDS

The students need to be able to examine a subject from more than one point of view.

The students need to become personally involved with the subject of their writing.

The students need to know the purpose of their writing.

The students need to know the characteristics of informative, entertaining, and persuasive writing.

The students need to consider their subjects and how to write about them in order to communicate effectively with the intended audience.

The students need to know the various forms in which their message can be written. (See Appendix.)

The students need to know the characteristics of the various forms.

The students need to consider diction and usage in order to communicate effectively with the intended audience.

The students need to be given or identify an audience for each piece of writing.

The students need to receive feedback from their audiences whenever possible.

GOALS

The student should be able to:

(1) Identify three purposes for writing about a subject:

To inform
To persuade
To entertain

(2) Describe characteristics appropriate for the purpose.

(3) Identify the purpose of a given piece of writing.

(4) Construct a message for a given purpose.

(5) Identify types of audiences:

a. The writer
b. The wider known audience
c. The wider unknown audience

(6) Describe characteristics of writing for each type of audience.

(7) Identify possible audiences for a given selection.

(8) Construct a message for a given audience.

(9) Manipulate the writing about one subject for a variety of audiences.

DEFINITION OF TERMS

Subject:

Audience:

Purpose:

Message:

Inform:

Persuade:

Entertain:

SUGGESTED ACTIVITIES

I. Objective

The student should be able to identify purposes for writing about a subject.

1. Inform 2. Persuade 3. Enterain

At this point the student does not have a definition of purpose, but will be able to work with the idea anyway. For the teacher's information, purpose is the intended impact which a writer wishes to have on his audience in any given communication situation; purpose is the impact which the audience expects to receive from a given message.

Activity

I. Have the students answer the following questions:

a. Why would you read the funnies?
b. Why would you read a poster?
c. Why would you listen to the announcements in the morning?
d. Why would your neighbor buy a 25" color T.V., and brand new Cadillac, and install a heated swimming pool?
e. Why would you watch the evening news?
f. Why would you buy a new pair of jeans?
g. Why would you start a petition?
h. Why would you argue with your parents about staying up late?
i. Why would you watch a football game?

II. Tabulate a list of student responses. Have the students categorize them according to purpose.

III. Discuss and arrive at labels for the three purpose categories.

Entertain Inform Persuade

Suggestions:

II. Objective

The student should be able to describe characteristics appropriate for the purpose.

Activity

1. Divide class into small groups or examine each example with the whole class.

2. Collect examples of three types of writing for each purpose, i.e. comic strips, editorials, informative articles, ads, magazine articles.

3. Hand out informative article

4. Examine the informative article through questioning, i.e.:

   a. What questions does the article answer?
   b. What type of words are found in the article? (opinionated or factual)
   c. Does the writer express his/her feelings?
   d. Are there many factual statements?

5. Conclude with the class that the characteristics of informative communication are:

   a. A lack of highly connotative words.
   b. Answers to the questions who, what, when, where, and how.
   c. Report or factual statements conveying the knowledge.
   d. The writer's feelings not being consciously expressed.

6. Hand out persuasive writing

7. Examine the persuasive writing by questioning; use same questions listed for informative writing.

8. Conclude with class that the characteristics of persuasive writing are:

   a. Connotative language
   b. Author expressing an opinion
   c. Lack of factual statements.

9. Hand out entertaining writing

10. Examine the writing by questioning; e.g.,

    a. How did you feel when you read this communication example?
    b. Why do you think the author wrote this section?

11. Conclude that the examples are all entertaining and the characteristic is:

    a. Providing enjoyment.

Suggestions:

1. Have students write a definition of each form of purpose and list the characteristics of each.

2. Ask students to cut out articles or produce articles that fit each purpose and post them on the bulletin board.

3. Sponsor a contest: the most informative, the most entertaining, the most persuasive news article.

III. Objective

The student should be able to identify the purpose of a given piece of writing.

Activity

1. Share with students an ad for cigarettes, a research report showing how many people smoke in the U.S., and Mark Twain's personal views on smoking.

2. Discuss what was the purpose of each author's message.

3. Reach consensus on the purpose of each message.

4. Ask each student to find an example of informative and entertaining writing in current magazines and/or newspapers.

Suggestions:

1. The subject matter and type of writing should be adapted to the reading level of your students.

IV. Objective

The student should be able to construct a message for a given purpose.

Activity

1. Give the students a list of the 3 purposes.
2. Give the students a list of possible audiences.
3. Have them select one purpose and an audience and write a message which will fulfill that purpose.

Suggestions:

V. Objective

Identify types of audiences:

a. The writer
b. The wider known audience - the writer is familiar with his readers.
c. The wider unknown audience - the reader and writer have some distance between themselves.

Activity

1. Brainstorm with students a list of possible audiences for written messages.

2. See appendix for list of possible audiences if more information is needed.

3. Ask students to save the list of possible audiences.

Suggestions:

1. Students can make a collage of pictures of persons to whom they might want to write.

VI: Objective

The student should be able to describe characteristics of writing for each type of audience.

Activity

1. Introduce to students four audiences.
   a. the writer himself or herself
   b. a known audience, present
   c. a known audience, not present
   d. an audience not present about which most information is not known but may be assumed

2. List the characteristics of writing for each of these audiences.

3. Discuss how the characteristics of audiences affect selection of subject, diction, usage, style, point of view, format, etc.

4. Ask students to write a get well card for a variety of audiences.

Suggestions:

VII: Objective

The student should be able to identify possible audiences for a given selection.

Activity 1

1. Give students a variety of messages.

   Examples children's books
   editorials
   advertisements
   essays
   newspapers
   magazines

2. Ask students to identify possible audiences for each message.

3. List the characteristics of the writing that make it appropriate for a particular audience.

Activity 2

1. Ask students to cut out of newspapers or magazines pictures of people to whom they could write letters, position statements, persuasion papers, etc. The students could also bring in photos of people they know.

2. Paste one picture on each page of a spiral notebook or similar folder.

3. The students can write ideas of subjects about which they can write to these various people. They can also list words that might be appropriate for each particular person.

Suggestions:

VIII: Objective

The student should be able to construct a message for a given audience.

Activity 1

1. Discuss the details of a real or imagined accident between a bicycle and a car.

2. Role-play reports of this accident. Possible situations are: one witness to another witness; one witness to the driver of the car; the driver of the car to the insurance agent; the rider of the bicycle to a friend; either person to the police person.

3. Discuss the choice of words, the intent of the message, and the effectiveness of communicating with the various audiences.

4. Ask the students to choose an audience and write a report of this accident to that audience.

Activity 2

1. Ask students to write a journal. Emphasize the audience for such writing is the writer himself or herself (Unless the teacher intends to look at and, heaven forbid, grade this writing).

2. Discuss possible ideas about which the students can write. Often there are no limitations, but a teacher may want to help students observe specific phenomena more closely and therefore may want to limit the range of topics for journal writing.

Activity 2

1. Allow the students a short period of time to write anything as long as they write for the entire length of time. The audience is the writer himself or herself.

2. This activity emphasizes the writer being his/her own audience as well as helps the students overcome hesitations about getting started writing.

Suggestions:

IX: Objective

The student should be able to manipulate the writing about one subject for a variety of audiences.

Activity

Note: The activity is the least difficult of the three listed for this objective. We suggest that you begin with this because its aim is to categorize given statements appropriate to a given audience.

1. D.D.T. is an insect killing chemical. Some people feel it should be used. Others think it should not be used. Below are some facts about D.D.T. Divide the list into two parts. In one part list those facts which support the audience of people who believe D.D.T. should be used. In the other part, list the facts which support the audience of people who believe D.D.T. should not be used.

   Facts:

   a. D.D.T. is the most effective insect-killer we have.
   b. D.D.T. always remains a harmful poison.
   c. D.D.T. is easy to apply in both liquid and powder forms.
   e. D.D.T. is stored in fatty tissue in human and animal bodies.
   f. D.D.T. is harmless to crops when used properly.
   g. D.D.T. may have bad long-range effects on us.
   h. D.D.T. is present in some foods we eat.
   i. D.D.T. has helped us raise larger crops because insects are controlled and do not damage plants.
   j. D.D.T. protects us from invasions by insects.
   k. D.D.T. interferes with the ability of eagles to raise their young.
   l. Our government has banned the use of D.D.T.
   m. The government ban will be tested in courts because of the feelings of some people in favor of its use.

   See if there is consensus about which statements support which side of the D.D.T. issue.

2. Ask the students to write about a 10-speed bicycle, varying their writing based on the audience for whom it is intended. Possible situations are:

   Describe a 10-speed bicycle from the point of view of a person who's trying to convince his/her parents to buy him/her one for a birthday present.

Describe a 10-speed bike from the point of view of a father who is explaining to his child that he doesn't feel he can afford to buy a 10-speed bike.

Describe a 10-speed bike from the point of view of a salesperson who is trying to sell it.

3. Ask the students to write a composition about how to make an ice cream sundae for each of the following audiences:

   a seven-year old who wants to make one by herself/himself

   the readers of Bon Appetit

   the readers of an ad for Sleatest Ice Cream Company

Suggestions:

RESOURCE LIST FOR TEACHERS

Beach, Richard. Writing About Ourselves and Others, Urbana, Ill., 1977, National Council of Teachers of English.

Composition in the Language Arts, Grades 1-8: An Instructional Framework, Wisconsin Department of Public Instruction (Madison, Wisconsin).

Cook, Sue. Larry McClure and Virginia Thompson, Experience Based Learning - How to Make the Community Your Classroom, Portland, 1977, Northwest Regional Educational Lab.

Cooper, Charles R. A Dramatic Writing Sequence for Grades 7 and 8. Department of Instruction. State University of New York (Buffalo, New York 14214).

Dodd, Anne Wescott. Write Now! Insights Into Creative Writing, New York, Learning Trends, Globe Book Co., 1973.

Gerbrandt, Gary. An Idea Book for Acting Out and Writing Language, K-8, Urbana, Ill., 1974 National Council of Teachers of English.

Individualized Language Arts - A Teacher's Resource Manual for the Promotion of Students' Facility in Written Composition, K-12, ESEA Title IV-C Project 70-014, Weehawken, 1974.

Knowles, Marlene. Everyday Reading and Writing, Miami, 1971, Division of Instruction, Dade County Public Schools. (Microfiche #Ed. 066751)

Long. Writing Exercises from Exercise Exchange, National Council of Teachers of English, Ill., 1976.

Lundsteen, Sara. Ideas Into Practice, Englewood Cliffs, N.J., Prentice Hall, Inc., 1976.

Marian, Rogers, Rowe, and Thompson. Written Communication Curriculum K-12, Berea City School District, Berea, Ohio, 1977.

Ruddell, Robert B. Reading-Language Instruction: Innovation Practices, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1974.

Wigginton, Eliot. Foxfire Books, Garden City, New York, Anchor Books, 1977.

BIBLIOGRAPHY

Books

Britton, James; Burgess, Tony; Martin, Nancy; McLeod, Alex; Rosen, Harold. The Development of Writing Abilities (11-18). MacMillan Education LTD (London) 1975.
Discusses four possible audiences and also describes the development of the teacher as the audience. Does cite a study of the audience of composition assignments done in England. 95% of the assignments had the teacher as the audience and the majority had the teacher playing the evaluator role.

Burgess, Carol; Burgess, Tony; Cortland, Liz; Chambers, Robin; Hedgeland, John; Mole, John; Newsome, Bernard; Smith, Harold; Torbe, Mike. Understanding Children Writing. Penguin Books (Great Britain) 1973.
Written because of the encouragement to do so by James Britton. Identifies writing formats and gives many examples of children's writing. Only brief reference to audience.

Dodd, Anne Wescott. Write Now. Learning Trends (New York) 1973.
Gives ideas for helping children develop ability to consider diction and audience.

Moffett, James. Teaching the Universe of Discourse. Houghton Mifflin Co. (Boston) 1968.
Defines the communication process.

Magazines

Learning The Magazine for Creative Teaching, Vol. 6, No. 8, April, 1978.
The entire issue focuses on writing. Of particular interest is the article defining theoretical models of writing, one of which is Moffett's ideas on writing as interaction of audience, subject and writer.

APPENDIX

Possible Writing Forms

Dialogue
Poetry
Public Notice
Posters
Advertisements
Lists
Parody
News Story
Human Interest Story
Editorial
T.V. Script
Graffiti
Slogans
Sermon
Caption
Obituary
Wanted Poster
Epitaph
Job Specification
Journal
Nominating Speech
Telegrams
Skits
Directions

Research Papers
Policy Papers
Interviews
Reviews
Autobiography
Observation Papers
Resumé
Letters:
- Congratulations
- Apology
- Complaint
- Friendly
- Invitation
- Warning
- Advice
- Farewell
- Sympathy
- Protest
- Inquiry
- Application

Pamphlets
Essay Tests
Essays of Exemplification
Persuasion
Cause and Effect

21

Possible Audiences

Publications

- Local Newspaper
- School Newsletter
- Magazines
- Promotional Materials

Peers

A Friend

Younger Children

Older Children

Community Organizations

Local Businesses

Sponsors of Composition Contests

Local Industries

National Industries

Political Representatives

Yourself

A Relative

Your Family

Your Grandfather

A Historical Figure

Fan Clubs

People in the News (local & national)

PLACES FOR CHILDREN TO PUBLISH

American Poetry Review (Secondary)
401 South Broad Street
Philadelphia, Pa. 19147

Child Life (7-11)
1100 Waterway Boulevard
P.O. Box 567B
Indianapolis, Indiana

Children's Playmate
1100 Waterway Boulevard
P.O. Box 567B
Indianapolis, Indiana

Cricket
Editor in Chief, Box 100
La Salle, Ill. 61301

Current Science
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

Ebony Jr!
820 South Michigan Avenue
Chicago, Ill. 60605

English Journal (Secondary)
Spring Poetry Festival
Box 112
East Lansing, Michigan 48823

Excerpts
Wis. Jr. Academy of Sciences, Arts, and Letters
1922 University Ave.
Madison, Wisconsin 53705

Fun Publishing Co.
P.O. Box 40283
Indianapolis, Indiana 46240

Good Apple
Box 299
Carthage, Ill. 62321

Highlights
Editorial Offices
803 Church Street
Honesdale, Pennsylvania 18431

Jack and Jill (5-12)
1100 Waterway Boulevard
P.O. Box 567B
Indianapolis, Indiana 46206

Kids for Ecology (Elem)
P.O. Box P-7126
Philadelphia, Pennsylvania 19117

Kids Magazine (5-15)
747 Third Ave.
New York, New York 10017

Know Your World (Elem)
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

NCTE Achievement Awards in Writing
National Council of Teachers of English
1111 Kenyon Road
Urbana, Ill. 61801

New Voices (Secondary)
102 Buterville Road
New Paltz, New York 12561

Poetry Society of America (Secondary)
15 Grammercy Park
New York, New York 10003

Ocooch Mt. News
Box 544
Richland Center, Wisconsin 53581

Ranger Rick's Nature Magazine
Editors
1412 16th Street N.W.
Washington, D.C. 20036

Read (Elem)
Xerox Education Publications
245 Long Hill Road
Middletown, Connecticut 06457

Scholastic Magazine
50 W. 44th Street
New York, New York 10036

Seventeen (Short Story - Sec.)
320 Park Ave.
New York, New York 10022

Stone Soup (Elem)
Box 83
Santa Cruz, California 95063

Writer's Digest (Secondary)
9933 Alliance Road
Cincinnati, Ohio 45242

Young World (Elem)
1100 Waterway Boulevard
P.O. Box 567B
Indianapolis, Indiana 46206

Youth Magazine (Secondary)
Room 1203
1505 Race Street
Philadelphia, Pennsylvania 19102

Wisconsin Writing Project Participants

Summer 1978

Pauli Bamlett
Cambridge Community Schools

Dennis Blackmore
McFarland High School

Tom Braunger
Waunakee High School

Marcy Brueggeman
Black Earth Elementary School

Bonnie Faust
Oregon School District

Cynthia Fillingame
Verona Elementary School

Eleanor Flinn
Mazomanie Elementary School

Maria Foseid
Sennett Middle School, Madison

Connie Haack-Hurlbut
Cambridge Junior High

Nancy Haugen
Park School, Cross Plains

Karen Hauschild
Dickason Junior High, Columbus

Carolyn Hauser
Oregon High School

Margaret Jensen
Sherman School, Madison

Stanford Johnson
Kegonsa Elementary School, Stoughton

Barbara Juenemann
Sun Prairie Junior High School

Russell J. Keeney (Jim)
Stoughton High School

Carol Knutson
Oregon Junior High School

Maribeth Mohan
Middleton High School

Sonja Nikolay
Cambridge Elementary School

Gary R. Oftedahl
Conrad Elvehjem School,
McFarland

Claire Ryan
E.G. Kromrey Middle School,
Middleton

Douglas C. (D.C.) Schuren
Waunakee Junior High

Mary Lou Sharpee
Fuller Street School,
Columbus

Barb Temple
Yahara School, Stoughton

Else Thompson
Columbus High School

Douglas VanDerBurg
Waunakee Elementary School

Diana L. Varner
Verona Middle School

Katherine E. Waack
Sun Prairie High School

Pat Woodring
West High School, Madison

Debbie Zache
Nichols Elementary School,
Monona

1200-3J9T005-78